



ASSIGNMENT BOOKLET 4B

Grade One Thematic
Module 4B: Days 10 to 18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

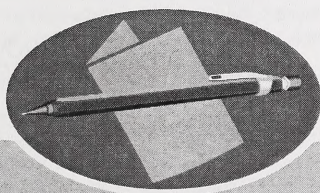
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Grade One Thematic

Module 4

The Wonderful World of Animals

ASSIGNMENT BOOKLET 4B



Learning
Technologies
Branch

Alberta
LEARNING

This product is the result of a joint venture with the following contributors:



Alberta Learning
10155 – 102 Street
Edmonton, Alberta T5J 4L5



Ministry of Education
PO Box 9150, Stn Prov Govt
Victoria, British Columbia V8W 9H1
Internet: <http://www.gov.bc.ca/bced/>



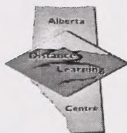
**Learning
Technologies
Branch**

Learning Technologies Branch
Box 4000
Barrhead, Alberta T7N 1P4
Tel: (780) 674-5350, Fax: (780) 674-6561



**OPEN
SCHOOL**

Open School
Open Learning Agency
1117 Wharf Street, 2nd Floor
Victoria, British Columbia V8W 1T7
Internet: <http://www.openschool.bc.ca/>



Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta, Canada T7N 1P4
Tel: (780) 674-5333, Fax: (780) 674-6977
Internet: <http://www.adlc.ab.ca/home>



Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta T5L 4X9
Tel: (780) 427-2767, Fax: (780) 422-9750

Grade One Thematic
Module 4B: The Wonderful World of Animals
Assignment Booklet 4B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lth>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Grade One Thematic Assignment Booklet 4B

Learning Tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic

Assignment Booklet 1A

Day 6: Choice 1

Printing Tt

Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs
main floor
basement

2 →

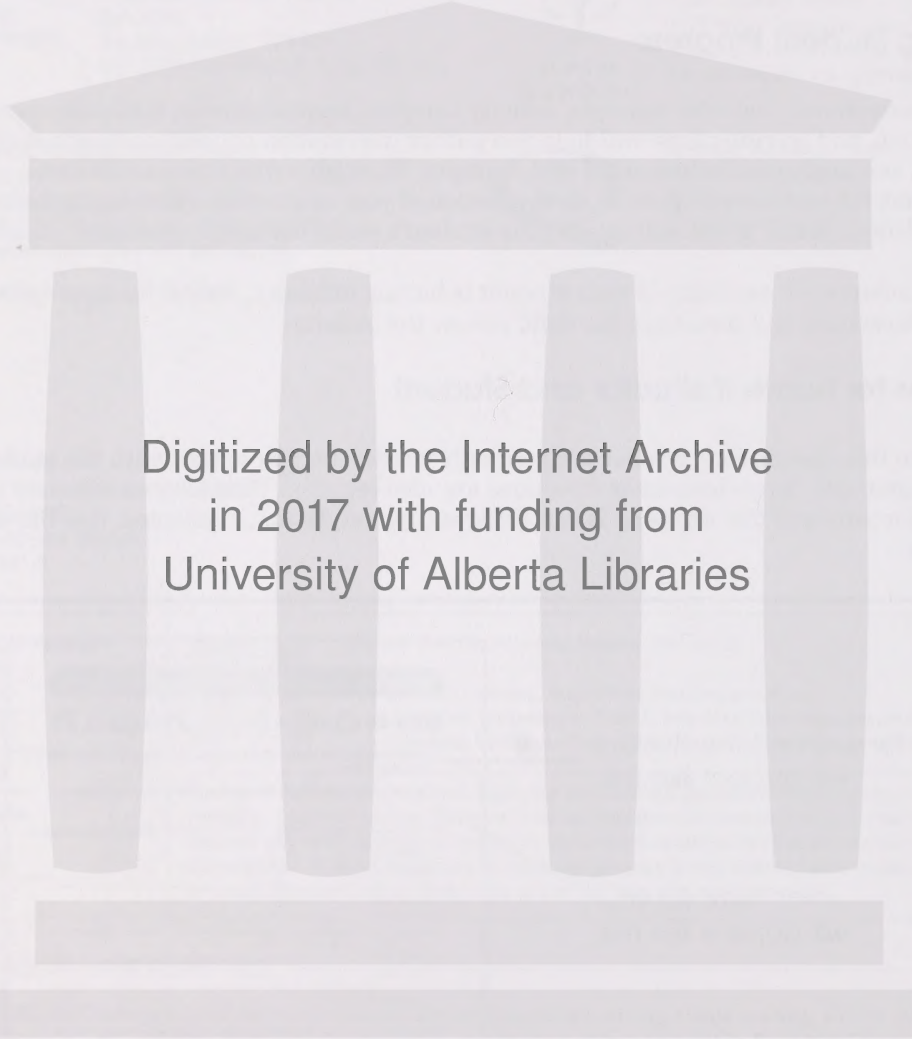
1 ↓

upstairs
main floor
basement

2 →

1 ↓

16



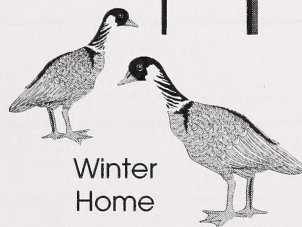
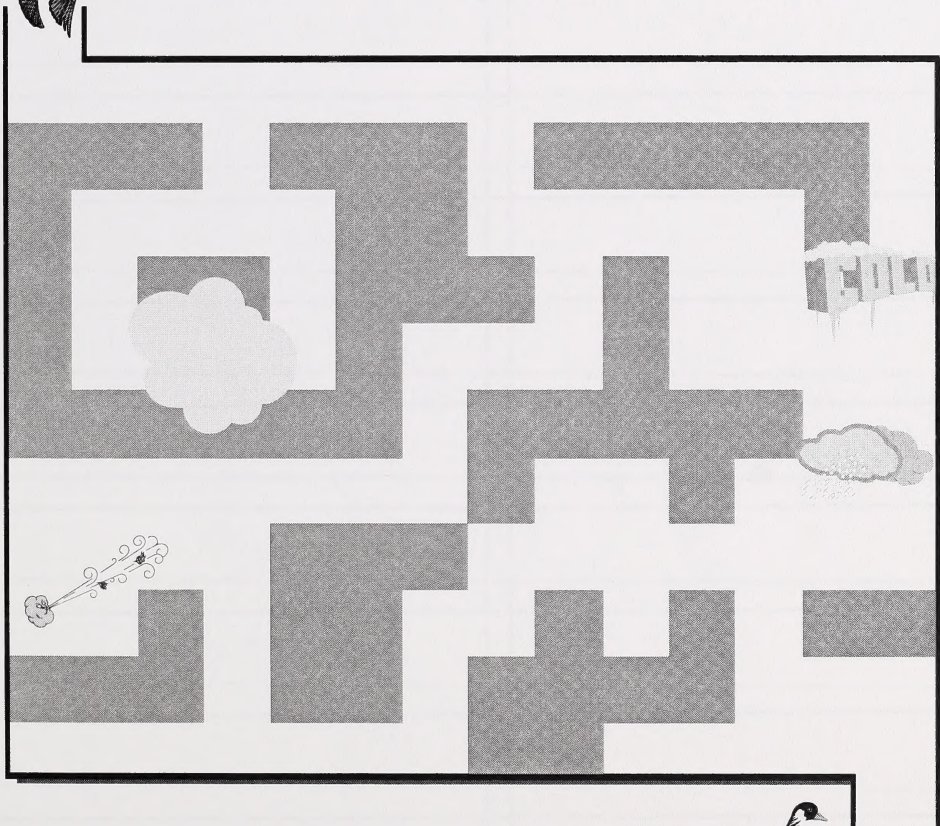
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Day 10

Migration Maze

Help these Canada geese migrate to their winter home. First, trace the path with your finger. Then draw a line with your pencil.

Summer
Home



Winter
Home

Day 10

Bird Feeder Observation

Look at your bird feeder at least two times each day—more often if you wish. Print the time at which you checked the feeder and what you saw.

When I Looked	What I Saw

[illegible]

Day 11

Use the Super e

Under the **Short u** heading, print the short u words—**us**, **cut**, **cub**, and **tub**. Under the **Long u** heading, print each word again adding a **super e**. Read the words you have printed.

Short u

Long u

Day 11

Who Lives Here?

Draw a line from each animal to where it lives. Use a different colour for each line.



Day 11

Learning Log

Home Instructor's Comments

What have you observed about your student's skills in viewing and representing information? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys a variety of viewing and representing activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • puts thought, effort, and time into creating representations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • sustains interest in projects from start to finish |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses feelings of success and pride in finished work |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses pictures as an aid to understanding |

Use this space for questions you may have or other comments about your student's development.

Student's Thoughts

Day 12

Spelling Rhymes and Opposites

Use your spelling words from Day 3 to answer the following items:

It rhymes with **fade**.

It rhymes with **fuse**.

It rhymes with **bake**.

It starts with **s** and rhymes with **no**.

It's the opposite of **yes**.

It's the opposite of **stop**.

Make the six spelling words by filling in the boxes below.

1. g

4. m k

2. s

5. s

3. n

6. m d

Day 12

U and Friends

Copy each sentence on the lines provided.

A cube uses four lines.

I like to eat fruit.

Day 12

Learning Log

Home Instructor's Comments

What have you observed about your student's approach to visual representation?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys trying new combinations of art materials |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys representing new subject matter |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to keep experimenting |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • works with a variety of colours, shapes, and textures to create a desired effect |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is successful in manipulating various materials |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to evaluate his or her work for details that need improving |

Use this space for questions you may have or other comments about your student's development.

Student's Thoughts

Day 13

Crazy Phrases

Read the phrases below and pick the two phrases that you like best. Print the phrases on the lines provided and do a sketch or quick drawing of that phrase.

a cute suit

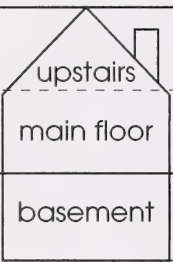
a stuck truck

a bug in a jug

a huge tube

a sub in a tub

a mute flute





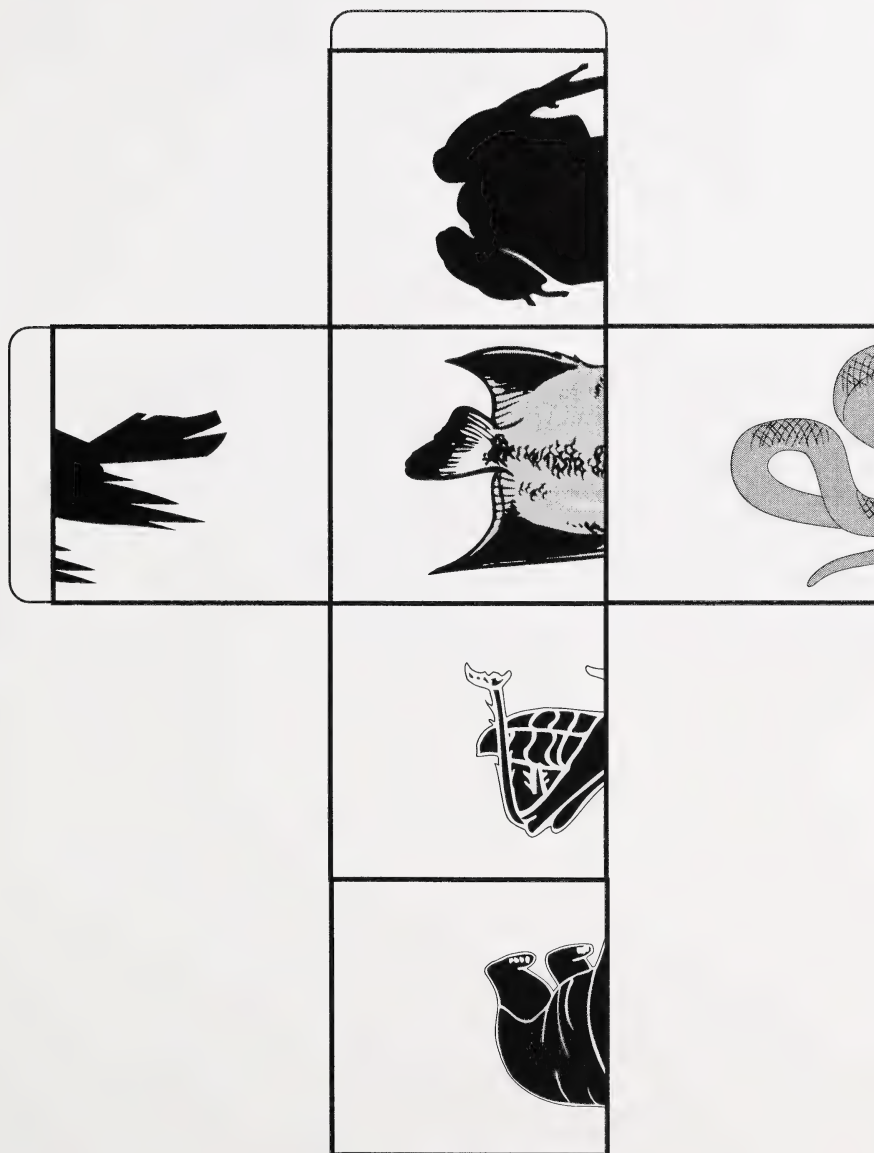
Day 13

Animal Blocks



Day 13

Animal Blocks



Day 13

Learning Log

Home Instructor's Comments

What have you observed about your student's ability to move? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • moves sensitively through all environments |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an awareness of safety while moving |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to listen to and act on directions for movement |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to perform simple movements when requested |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows effort when participating in movement activities |

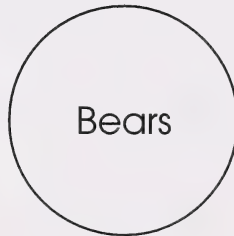
Use this space for questions you may have or other comments about your student's development.

Student's Thoughts

Day 14

What I Know About Bears

Make a web of what you know about bears. Add information in circles and connect to the centre with lines



Day 14**What I Want to Find
Out About Bears**

What would you like to know about bears? Complete each sentence.

1. I wonder what _____

2. I wonder where _____

3. I wonder how _____

4. I wonder when _____

5. I wonder why _____

6. I wonder who _____

7. I wonder if _____

Day 14

Research Steps for Bear Report

A. Colour the bear in each step as you complete it.



1. Complete What I Know Chart



2. Complete What I Want to Find Out



3. Description



4. Diet



5. Habitat



6. Hibernation



7. Front and Back Covers



8. Bind the Report



9. Share the Report

B. Enrichment (optional)



Sources of Information



Protection



Other Interesting Facts



Safety Tips

Day 14

Learning Log

Home Instructor's Comments

What have you observed about your student's developing skill in Social Studies?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is eager to express personal knowledge |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks questions and answers questions related to topic |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • chooses sources of information |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • constructs key word outlines |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses information in own words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • connects information from various sources |

Use this space for questions you may have or other comments about your student's development.

Student's Thoughts

Day 15

Reviewing Uu

Trace over the dotted letters and then complete each line.

Day 15

Learning Log

Home Instructor's Comments

What have you observed about your student's printing and writing? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • holds pencil in a comfortable grip |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • starts each letter in the proper place |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses thoughts and ideas on paper |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes sentences independently, spelling by sounding out |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • starts sentences with capitals and ends with punctuation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows increasing confidence in printing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • spells many words independently |

Use this space for questions or other comments you may have about your student's developments.

Student's Thoughts

Day 16**Spelling Post-Test**

Spell the words as they are read to you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Day 16

Learning Log

Home Instructor's Comments

What have you observed about your student's personal development? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes when a problem occurs at Project Time |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is developing ways to solve problems |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • easily makes choices at Project Time |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to set a short-term learning goal |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can stay with activities until completion |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to share ideas and opinions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses preferences about activities and reading selections |

Use this space for questions or other comments you may have about your student's development.

Student's Thoughts

Day 17

Word Recognition Test

Use the cards from your student's New Word Box and personal word bank to test immediate recognition of these words. Check the words the student can read by sight.

- | | | |
|-------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> like | <input type="checkbox"/> way | <input type="checkbox"/> there |
| <input type="checkbox"/> to | <input type="checkbox"/> day | <input type="checkbox"/> back |
| <input type="checkbox"/> some | <input type="checkbox"/> away | <input type="checkbox"/> where |
| <input type="checkbox"/> had | <input type="checkbox"/> may | <input type="checkbox"/> what |
| <input type="checkbox"/> not | <input type="checkbox"/> time | |
| <input type="checkbox"/> from | <input type="checkbox"/> when | |

If your student has chosen theme or special-interest words, write them here and check the ones that are recognized by sight.

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Day 17

The No Family

Trace over the dotted letters. Then print a full line of each spelling word. When you have finished each line, circle the word that you did best in that line.

Did you remember to leave a finger space between each word?

Day 17

Learning Log

Home Instructor's Comments

What have you observed about your student's problem-solving ability? Check **yes** or **not yet**.

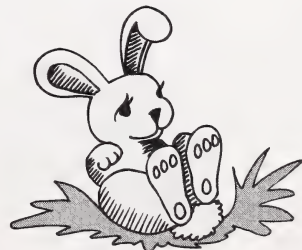
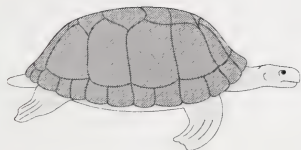
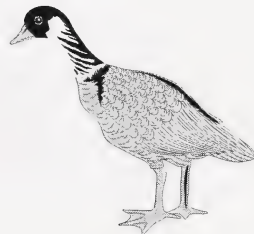
- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies "houses" during search |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks phonics riddles |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • answers phonics riddles |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • thinks of actions and sounds as the leader in the follow-the-leader games |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • decides what and how to organize materials in Project Time |

Use this space for questions you may have or other comments about your student's development.

Student's Thoughts

Day 18

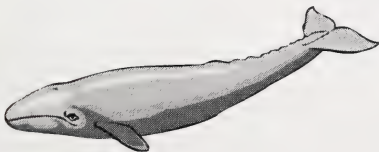
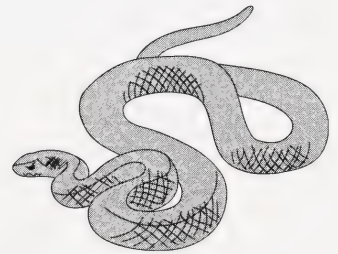
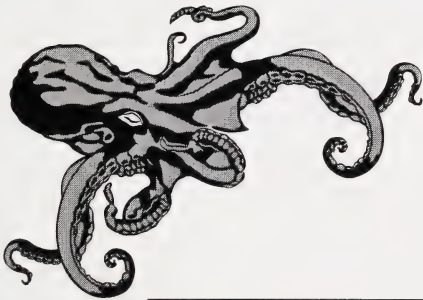
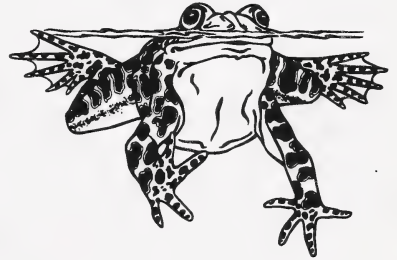
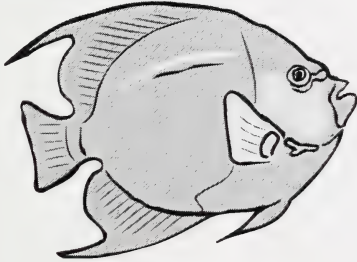
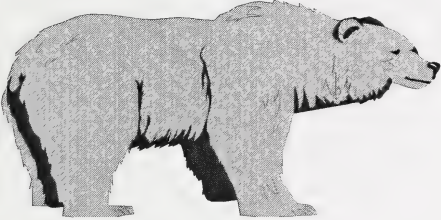
Classification Cards



Day 18

Classification Cards

continued



Day 18

Learning Log

Home Instructor's Comments:

What have you observed about your student's general development and learning in this module? Complete the following checklist. Space is provided in each section for any comments you might wish to add.

Calendar

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands the Calendar Time routines |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • does most calendar activities independently |

Physical Education

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys taking part in physical activity |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • performs various movements in response to verbal instructions or music |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • appreciates the importance of taking fitness breaks |

Day 18

Learning Log

continued

Writing

☐ yes☐ not yet

- uses capitals and punctuation appropriately in sentences

☐ yes☐ not yet

- sounds out words when writing

☐ yes☐ not yet

- uses printed materials, such as charts, word boxes, books, and the *Collections Writing Dictionary* as a source for spelling words

Phonics/Printing

☐ yes☐ not yet

- completes phonics pages independently

☐ yes☐ not yet

- recognizes long vowel sounds

☐ yes☐ not yet

- knows how to print all the letters

☐ yes☐ not yet

- prints neatly without straining

Day 18

Learning Log

continued

Reading

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys being able to read stories |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • finds words learned in module in other sources, such as signs, books, and magazines |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a variety of strategies to figure out new words |
-
-
-

Science

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is interested in learning about animals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows care and concern for animals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of the basic needs of wild and tame animals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • appreciates concept of safety when dealing with wild or tame animals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses new vocabulary words to express ideas about animals |
-
-
-
-

Day 18

Learning Log

continued

Student's Thoughts

Grade One Thematic Assignment Booklet 4B

Module 4B: The Wonderful World of Animals

Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item and this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 10–18

☐

Thematic Assignment Booklet 4B (Check that all assignments have been completed, including student activities and Learning Logs.)

Day 10

☐

Level A: Modern Curriculum Press Phonics, page 179

☐

Printing (sentences with long i words)

☐

Writer's Workshop activity (migration)

Day 11

☐

Level A: Modern Curriculum Press Phonics, pages 183 and 184

☐

Writer's Workshop activity (visit to an animal home)

Day 12

☐

Level A: Modern Curriculum Press Phonics, pages 185 and 186

☐

Writer's Workshop activity (sea plants and animals chart)

Day 13

☐

Level A: Modern Curriculum Press Phonics, pages 187 and 188

☐

Writer's Workshop activity (animal movements accordian booklet)

Day 14

☐

Level A: Modern Curriculum Press Phonics, pages 189 and 190

Day 15☐

Level A: Modern Curriculum Press Phonics, pages 191 and 192

☐

bear research report

☐

audiocassette or videocassette recording of the discussion from Let's Look Back

Day 16☐

Level A: Modern Curriculum Press Phonics, pages 193 and 194

☐

Journal Writing activity (beavers)

☐

photograph of Project Time activity (optional)

Day 17☐

Level A: Modern Curriculum Press Phonics, page 195

☐

Writer's Workshop activity (pattern sentences about houses)

Day 18☐

Level A: Modern Curriculum Press Phonics, pages 199 and 200

☐

wildlife collage

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